

Oakland University
Office of Public School Academies
ANNUAL REPORT 2009-10



Celebrating 15 Years



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Bold Leadership

Effective Oversight

Professional Commitment and Partnership



Our Philosophy

Vision

The vision of OU/PSA is to advance excellence in public education through choice, accountability and responsible stewardship of resources entrusted to us.

Mission

The mission of the OU/PSA is to support quality charter schools through leadership in educational initiatives at the national, state and local levels and to ensure accountability through effective performance evaluation.

Our Strategic Priority

Authorizing excellent schools is the continued focus of the OU/PSA office. Our strategic priority is to ensure that each OU/PSA educates its students well, utilizes sound governing policies and fulfills its fiscal and legal responsibilities.

Oakland University's diverse portfolio of PSAs in an urban setting provides pre-K through 12th grade learning opportunities that are having a positive impact within their communities. The PSA office remains a force for quality and strives to hold schools accountable in meeting the high standards and expectations of both the public and families they serve.

From the Director

Taking Stock of the Past and the Future: Our 15 Year Journey Toward K–16 Educational Excellence

Taking stock to measure progress and to determine future direction is a necessary component for ensuring growth in any industry. Fittingly, the 15th anniversary of Oakland University's introduction to charter school authorizing is an opportune occasion to take a retrospective look at our journey thus far and to envision the future.



The 1995 Board of Trustees' resolution approving OU's entry into the unfamiliar territory of charter schools was an example of the bold leadership which is a requisite characteristic of forces of change in systems hampered by stagnant and conventional thinking. Faced with a crisis in the national educational system, Michigan's legislature passed Public Act 363, Part 6A in 1993 ushering in the charter movement and transforming the educational landscape. Oakland University's step into this arena denoted its recognition of the indelible link between pre-K–12 and post-secondary education. By casting its support for innovation and change in the traditional scope of educational services provided to Michigan students, Oakland became a pioneer and leader for social justice and educational equity for all.

The dual advancement of quality educational opportunities and best practices has been a cornerstone of the principles of teaching and learning and a mission for Oakland University's School of Education and Human Services (SEHS). Working in concert with the Office of Public Schools Academies (OU/PSA), teachers are equipped to prepare K–12 students for the present and impending knowledge economy.

Eight charter schools, almost 6,000 students, and 15 years later, the OU/PSA has stayed the course on behalf of the university in promoting quality educational choice for families in Oakland, Macomb and Wayne counties. Adapting to changes in the economic, educational and social climate of the time, where more and more has been demanded of schools, and advancing the charter school movement have become the challenging endeavors for OU/PSA. With no road map as a guide, at its inception OU/PSA placed an emphasis on having high-performing schools.

Public support and knowledge about charter schools have grown over the past 15 years. Results from a spring 2010 Marketing Research Group (MRG) Michigan poll indicated that 77 percent of voters support public charter schools in the state, which has increased dramatically from 54 percent voter support in the 2002 MRG Michigan poll. At the same time, opposition to public charter schools has dropped in half from 32 percent to only 16 percent of voters during the same time period.

Presently, spurred by dwindling revenues and a global skill-based emphasis, both traditional public and charter schools must demonstrate high student achievement and innovative programs in order to be competitive. OU's charter schools are striving to narrow the achievement gaps that persist in education today and to fulfill the promises upon which charter schools were conceived. The "sail," which is Oakland University's emblem, appropriately symbolizes and depicts an institutional goal toward moving forward. As a result of early efforts with charter schools, Oakland University is poised to lead the way in the next 15 years in providing high-quality learning options for Michigan children.

Regards,

A handwritten signature in cursive script that reads "Mildred Taylor".

Mildred Taylor
Director

OU is proud partner of charter school movement



A message from the president

For 15 years, Oakland University has been a proud partner in Michigan's charter school movement. In October 1996, Oakland authorized its first Public School Academy (PSA) contract. Since that time, through our Office of Public School Academies and Urban Partnerships, Oakland has remained committed to the education and enrichment of its PSA schools and students, growing in number to eight academies.

Partnering with Michigan charter schools is a logical step in the mission and goals of this university. As part of our Creating the Future Initiative and our 2020 Vision, our mission is to build partnerships such as these which enhance students' intellectual abilities and prepare them to lead and serve in the local and world communities.

As a university, Oakland's ultimate goal is to help students perform well academically and be prepared for the transition into life after graduation and the next stage of their educational career. Now, more than ever, as the business and economic community expands globally, it is important to prepare our youth for a knowledge-based economy. It is never too early to become part of this process with our young people.

Oakland's Public School Academies represent a diverse group of students and staff. However, they have one essential thing in common — a united desire to provide and achieve the best educational experience possible, and to prepare students for a bright, successful future. The opportunities and possibilities for our charter schools and their students are phenomenal.

It is Oakland's distinct honor to provide the resources — to our young children as well as college-level students — in order to help make those possibilities happen.

Congratulations to the Office of Public School Academies and Urban Partnerships on a very successful 15 years.

Sincerely,

A handwritten signature in dark ink that reads "Gary D. Russi". The signature is written in a cursive, flowing style.

Gary D. Russi, president
Oakland University

Preparing our community's youth for academic success



A message from the provost

As senior vice president and provost, I am the chief academic officer for Oakland University. Charged with ensuring that OU students receive the highest quality education available, I am honored to also be able to participate in preparing our community's younger students for a comprehensive, effective education — well before they enter the doors of a college classroom.

Through the Office of Public School Academies and Urban Partnerships, this university is able to support eight charter schools in Wayne, Oakland and Macomb counties. We help provide students from diverse backgrounds an educational choice via a vast array of opportunities. We are able to carry out our mission and commitment to education — the foundation of any successful society — by supporting these innovative, exceptional schools within our own backyard.

We do so by partnering with the school's administration and staff to develop an active, collaborative relationship. We offer staff professional development opportunities, including curriculum development assistance; opportunities to earn state-approved Continuing Education Units (CEUs); and tutoring, mentoring and peer coaching programs. OU also assists in the grant application process and provides opportunities for staff to participate in research studies. In addition, academy staff and students are frequent visitors to campus, where they can take advantage of a multitude of available academic and cultural activities.

Since our very first charter school partnership 15 years ago, Oakland has invested in the young people of our community by ensuring they have the opportunity to attend outstanding schools and receive a high-quality education. We are proud to offer our resources and leadership to these academies of excellence. And we are proud to have been an integral part in preparing a new generation of students, from the very start of their education, to become productive 21st century citizens.

Congratulations on 15 years of great work, Oakland University Public School Academies!

Sincerely,

A handwritten signature in black ink that reads "Virinder Moudgil". The signature is fluid and cursive.

Virinder Moudgil, senior vice president of Academic Affairs and provost
Oakland University

Our Team



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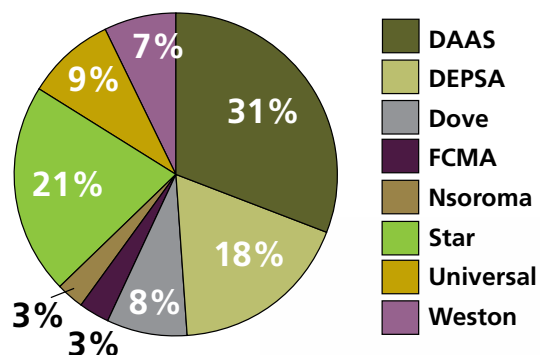
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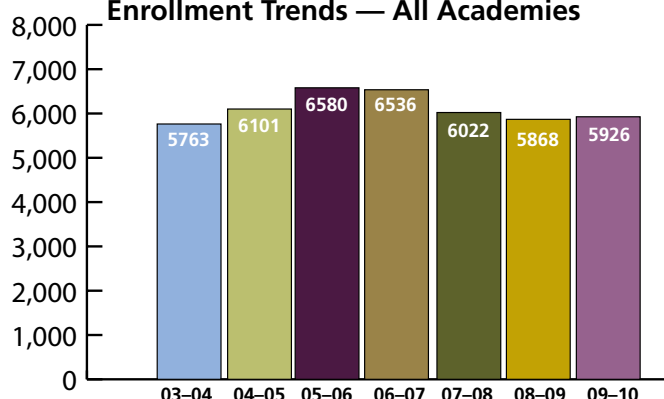
OUPSA at a Glance

Summary data below, along with the school profiles that follow, display performance and demographic information for the OUPSA office and individual academies.

Enrollment Percentages 2009–10



Enrollment Trends — All Academies



With the 1995 Board of Trustees' resolution — approving OU's entry into the charter schools arena — Oakland University became a leader in linking pre-K–12 and post-secondary education.

Fifteen years later the OU/PSA has stayed the course on behalf of the university in promoting quality educational choice for families in Oakland, Macomb and Wayne counties. OU/PSA has grown to eight charter schools with almost 6,000 students.

Public support has also increased. A spring 2010 MRG Michigan Poll indicated that 77 percent of Michigan voters support public charter schools, up from 54 percent in the 2002. At the same time, opposition to public charter schools has dropped in half from 32 percent to only 16 percent of voters during the same time period.

Diversity is a hallmark of OU chartered schools. Each one affords a distinct choice for families — each reaching high standards of quality and achievement in their own way. OU chartered schools pride themselves on their innovation and achievement.





Fine Arts and athletic opportunities

Environmental Initiatives

Community and Business Partnerships

No EXCUSES University!

Celebrating 15 Years: 1995-2010

1993

Michigan Legislature passed a bill to create Part 6A of the Revised School Code. The bill allowed for state public universities, community colleges, intermediate school districts and local school districts to charter public school academies.

1995

In October, OU's Board of Trustees approves the "Oakland University Policy on Public School Academies" and the "Criteria for the Evaluation of Application."

1997

Four additional schools open, bringing the total number of schools to five.
Statewide, there are 106 charter schools in operation during the 1997-98 school year.

1999

The legislatively mandated cap of 150 schools placed on university-authorized charter schools is reached. A bill is signed into law allowing for the creation of "strict discipline academies," serving court-placed and suspended students.

1994

Governor John Engler signs the legislation into law, making Michigan the ninth state in the country to enact a charter law. Nine Michigan charter schools open for the 1994-95 school year.

1996

The Board of Trustees approves three charter applications. OU's first charter school opens in the fall of 1996.

1998

Total number of schools open for the 1998-99 school year is eight, with an enrollment of 3,800 students.

2000

OU joins other authorizers in the Michigan Council of Charter School Authorizers (MCCSA)

2001



K-8 Montessori Education

Award winning

International Baccalaureate Schools

NCA accredited

Blue Ribbon and U.S. News and World Report High School Recognition

2003

Statewide, 199 charter schools operate serving 74,500 students during the 2003-04 school year.

A new charter school law passed allows for the creation of 15 "urban high school academies" in a first class school district (Public Act 179 of 2003, Part 6C). To date, one school has been opened under this provision.

2005

2007

Edison Public School Academy in Detroit becomes the first charter school to receive the Michigan Department of Education's prestigious Blue Ribbon Award.

2009

Seven percent of Michigan school children attend a charter school. The city of Detroit is home to 48 charter schools serving more than 30,000 students.

2002

2004

2006

Charter school enrollment statewide surpasses 100,000 students for the 2006-07 school year.

2008

Star International Academy is recognized by **U.S. News and World Report** magazine as a Bronze Medal Recipient as one of its Best High Schools in the U.S., one of only four charter schools to be honored.

Dove Academy of Detroit becomes the first charter school in Michigan, and the second charter school in the nation to earn membership in the No Excuses University Network of Schools.

2010

On January 4, 2010, Governor Jennifer Granholm signs legislation that includes several educational reform measures aimed at improving educational quality for all Michigan students. The legislation allows for the growth in the number of high quality charter schools while addressing the need to shut down persistently failing schools.



OUI/PSA honors and appreciates our hardworking charter school boards.

Board Member's Service Stems from Community Connections

"At Dove Academy, our students soar!" is the motto of this high performing K–8 charter school. In speaking of the honors and recognition earned by Dove Academy of Detroit, Board President Steven Tomkowiak states in unequivocal terms, "The bottom line for me is the academic performance of the students at Dove Academy."

As a founding board member of Dove, Tomkowiak's obvious pride in the achievement of Dove's students stems from his own experiences as an elementary and middle school teacher in Detroit for six years.

Unlike traditional school board members who are elected to their positions, the governing board of a charter school board of directors consists of "volunteers" who bear the responsibility for the operations of their schools. Now an attorney, Tomkowiak was recruited to be a board member when his church, located near Detroit City Airport, closed its church school and a charter school was opened at the site. As one of four board members at Dove, he believes that his skills set adds balance to the overall ability of the board to function effectively. With increased competition for students among other charter schools and traditional school districts, board members help to market their schools. Dove Academy's adoption of a college readiness focus has made it a standout among other K–8 schools.

"Whereas becoming a successful charter school used to be a goal to be achieved, it has now become an expectation."

Steven Tomkowiak
Dove Academy
Board President

Tomkowiak has seen many changes in the operation of charter schools. Increased federal and state accountability requirements have led to tighter controls for financial and accounting procedures. He has observed how the changes have permeated the classroom as well. He finds that "meeting Adequate Yearly Progress (AYP) has replaced the 'Three R's' in education." However, charter schools, such as Dove Academy, are uniquely able to "adjust and make changes as necessary to meet the needs of students and their families." Tomkowiak cites "outstanding leadership" and "clear vision" as keys to the school's fulfillment of its mission.

Looking into the future for charter schools, Tomkowiak believes the times will be both "interesting and challenging." However, his optimism about the outlook for charter schools, in general, and Dove Academy of Detroit, in particular, is succinctly captured when stating, "No one has said it, but there is always that confident feeling that there is no challenge that a charter school cannot overcome."



Sowing and Reaping School Success

Perspectives from a Charter School Board Member

Having had a career as a counselor with the Detroit Public Schools at sites with strong leaders and innovative programs, Detroit Edison Public School Academy (DEPSA) Board President Helen Monroe is no stranger to successful schools. When Monroe reminisces about her K–12 experiences at Carstens Elementary, Whitney Young Middle School and Martin Luther King High School, she chronicles a time when educators working in an urban environment did not succumb to the view that children living there could not achieve. Her students in the specialized Mathematics, Science and Technology (MSAT) and Center for International Studies and Commerce (CISC) programs at M.L. King High won a high number of college scholarships because of the

“We need to re-build Detroit through its educational system. Successful schools need to help other schools to grow. Otherwise, we all fail.”

Helen Monroe
DEPSA
Board President

multiple languages and high-level math and sciences to which they were exposed in their academic program. She credits Oakland University professor Sarah Gibson, who served as Monroe’s principal and mentor at Whitney Young Middle School, as a school leader who was ahead of her time in promoting inventive scheduling which allowed teacher collaboration, common features of what is now described as supporting professional learning communities.

Therefore, when Sandra Robinson, Monroe’s former principal at M.L. King High who was then with an educational management organization called Edison Schools (now Edison Learning), came knocking for potential charter school board members for a new academy, Monroe was open to being involved. Her “trust” in Robinson’s leadership and in the research-based curriculum being

proposed were important factors in her decision in 1998 to become a member of DEPSA’s Board. Among the challenges of being a volunteer board member, Monroe finds that there is always a shortage of time and funding in operating a charter school.

Presently, DEPSA has blossomed into one of the charter schools in Michigan which is “beating the odds.” Located in Detroit’s Eastern Market commercial area, DEPSA students consistently achieve above the state average in the core content areas. External partnerships, both local and national, and grants from numerous sources supplement its strong academic program. Monroe cites the academy’s vision and leadership as being instrumental in the school’s unquestionable ability to reap success in an urban environment.

Detroit Academy of Arts and Sciences

GRADES: K–12

Campus Location(s): 2985 E. Jefferson, Detroit
2260 Medbury, Detroit

Year Chartered: 2003

Current Contract Term: 2009–2012

Enrollment: 1,853

Educational Service Provider: Self-managed

MISSION STATEMENT:

The mission of the Detroit Academy of Arts & Sciences is to provide a high quality, holistic education in the arts and sciences that prepares our students to compete in a global society.

ACHIEVEMENTS

- SkillsUSA Champions for Change grant, with \$30,000 funding for 3 years, supported student participation in state and national competitions at its fall conference in Washington, D.C., and assisted with maintaining activities for the academy's student council, engineering and forensic science programs.
- Middle school received a grant from the Skillman Foundation to fund improvement efforts.
- DAAS marching band received awards in several band competitions and participated in local events, such as the Turkey Trot and Goodfellows parade, as well as out-of-state events.



Financial Information 2008–09

Foundation Grant	\$7,580
Fund Balance	\$1,361,277
% Operating Expenditures Spent on Instruction	44%

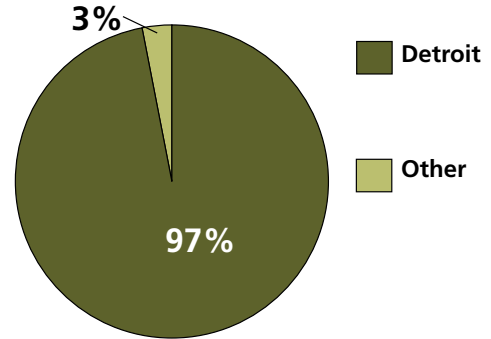
Academic Achievement

Year	EdYes! Report Card Grade	Met AYP
2007–08	B – Elem C – Middle D – Alert/Phase 2–High	Yes – Elem Yes – Middle No – High
2008–09	B – Elem C – Middle D – Alert/Phase 3–High	No – Elem Yes – Middle No – High
2009–10	B – Elem C – Middle D – Alert/Phase 4–High	Yes – Elem Yes – Middle No – High

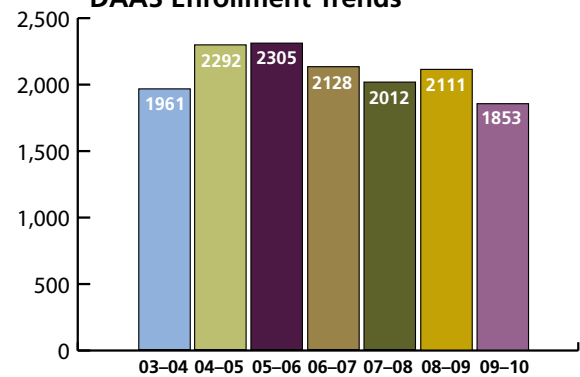
Student Demographics 2008–09

Students Receiving Free or Reduced Lunch	77%
Attendance	96%
Special Education Students	6%

Student Residency Fall 2009



DAAS Enrollment Trends



Detroit Edison Public School Academy

GRADES: PK–8

Campus Location: 1903 Wilkins, Detroit

Year Chartered: 1998

Current Contract Term: 2006–2012

Enrollment: 1,075

Educational Service Provider: Self-managed

MISSION STATEMENT:

Detroit Edison Public School Academy exists to prepare students entrusted to our care for a future as global citizens and successful lifelong learners. Utilizing a proven researched-based curriculum, academic development is achieved in a dignified and supportive environment that incorporates family, staff and community partnerships, in pursuit of educational excellence.

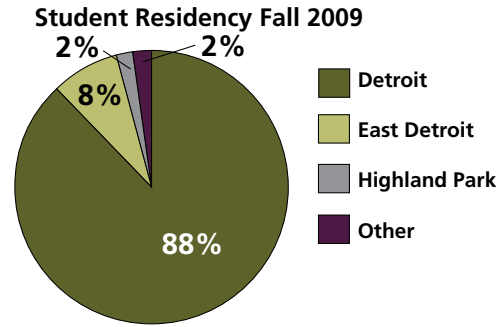
ACHIEVEMENTS

- An in-house health clinic opened at the academy in fall 2010 as a result of grant funding.
- Numerous other grants and awards received include: Skillman High Performing Schools grant; Michigan Team Nutrition School Garden Mini-grant; Healthy School Recognition Program Award; Education Commission of the States grant; Schools of Success grant; Energy Works Michigan grant; and others.
- Academy featured in *Detroit Free Press* for partnership between BMW and Ecotek program.



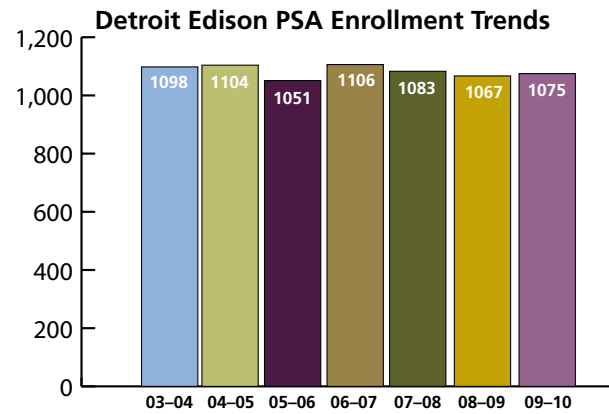
Financial Information 2008–09

Foundation Grant	\$7,580
Fund Balance	\$1,920,642
% Operating Expenditures Spent on Instruction	39%



Academic Achievement

Year	EdYes! Report Card Grade	Met AYP
2007–08	B	Yes
2008–09	B	Yes
2009–10	A	Yes



Student Demographics 2008–09

Students Receiving Free or Reduced Lunch	54%
Attendance	97%
Special Education Students	4%



Dove Academy of Detroit

GRADES: K–7

Campus Location: 8210 Rolyat, Detroit

Year Chartered: 1997

Current Contract Term: 2007–2012

Enrollment: 470

Educational Service Provider: Schoolhouse Services and Staffing

MISSION STATEMENT:

The mission of Dove Academy is to educate all students so they can effectively, efficiently and successfully communicate (read, write and speak) and solve complex mathematical challenges. The school's curriculum places a strong emphasis on math and communication skills. All other subjects such as science, social studies, art, music and physical education are supported by a solid foundation of literacy and mathematics.

ACHIEVEMENTS

- Academy became eligible for \$35,000 Skillman Good Schools: Making the Grade Grant
- Principal Frank Nardelli was honored as a top educator and selected by Phi Delta Kappa as a member of the Emerging Leader, 2009-10 Class.
- Dove became the first charter school in Michigan and the second in the nation to earn membership in the No Excuses University Network of schools. The program was featured on a WDIV-Local 4 news segment.
- Dove's educational program was extended to include Grade 7.



Financial Information 2008–09

Foundation Grant	\$7,580
Fund Balance	\$500,174
% Operating Expenditures Spent on Instruction	40%

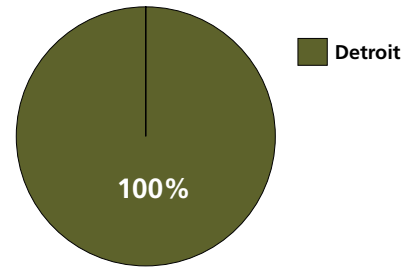
Academic Achievement

Year	EdYes! Report Card Grade	Met AYP
2007–08	B	Yes
2008–09	B	Yes
2009–10	A	Yes

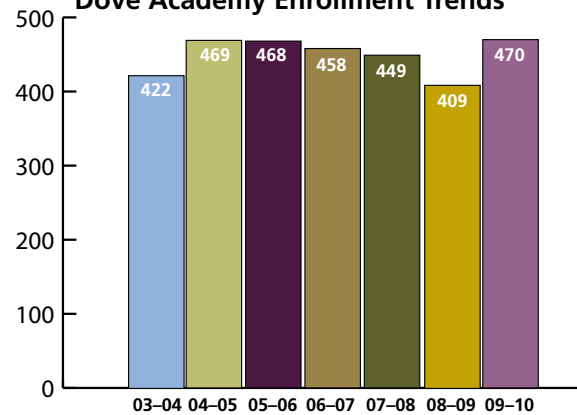
Student Demographics 2008–09

Students Receiving Free or Reduced Lunch	33%
Attendance	93%
Special Education Students	9%

Student Residency Fall 2009



Dove Academy Enrollment Trends



Four Corners Montessori Academy

GRADES: K–8

Campus Location: 1087 E. Gardenia, Madison Heights

Year Chartered: 2008

Current Contract Term: 2008–2014

Enrollment: 177

Educational Service Provider: Choice Schools Associates

MISSION STATEMENT:

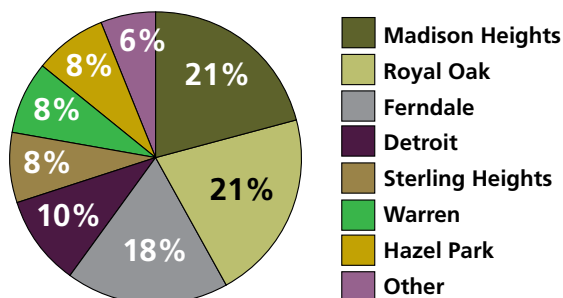
The mission of Four Corners Montessori Academy is to allow each child to discover his/her learning potential, inborn talents and love of learning by providing him/her with a limitless educational environment.

ACHIEVEMENTS

- Opened September 2009 with 177 students and has an active Family Involvement Partnership group established already
- Provides all staff members with extensive Montessori training
- Received an OU/PSA grant for FOSS science kits for 3rd–8th grade students



Student Residency Fall 2009



What is Montessori?

A Montessori education utilizes a “whole child” approach to instruction. More than 100 years ago its founder, Maria Montessori, an educator and scientist, wanted to prove that children could learn best in an environment of hand-on immersion experiences. She theorized that teachers should become “directors” and actually “quietly follow the child” in order to discern their interests, strengths and weaknesses. By doing so, teachers would then know how best to reach their students through appropriate individualized learning experiences that would stimulate true growth and learning.

She also found that this individualized learning was extremely successful with all types of students, regardless of age, learning style or socioeconomic background. This individualized curriculum, provided by specially trained Montessori teachers, is directed at developing students’ self-confidence and self-discovery. Students, with the help of their teachers, become active participants in their learning experience.

Four Corners Montessori Academy has partnered with Creative Montessori Academy in Southgate, a public charter school which has been successfully using the Montessori method of teaching to help their students exceed state standards for the past 10 years. Ongoing evaluations are conducted, in consultation with Creative Montessori Academy’s staff, to ensure that the program maintains the integrity of Montessori education while meeting state and district standards.

Four Corners Montessori Academy follows the Federal No Child Left Behind law. The curriculum directly addresses the individualized learning needs of each child. In addition, students participate in the same statewide (MEAP) assessments as other students throughout the district.

Four Corners Montessori Academy’s curriculum includes the following areas of study:

- Language Arts, Reading and Literature
- Mathematics and Geometry
- Science Studies (including Botany and Zoology)
- History and Social Sciences
- Art and Music
- Physical Education
- Practical Life Lessons (including Grace and Courtesy and Peace studies)
- Foreign Language Instruction
- Computers & Technology

Nsoroma Institute

GRADES: K–8

Campus Location: 20045 Joann St., Detroit

Year Chartered: 1997

Current Contract Term: 2010–2012

Enrollment: 191

Educational Service Provider: Blackstar Educational Management Co.

MISSION STATEMENT:

The Nsoroma Institute is an African-centered institution, guided by a philosophy which seeks to develop within our children insight into their individual gifts, talents and mission, and to connect our children with the rich and diverse historical and cultural legacies of African peoples, restore a world view which reflects understanding of the interdependence of humans, plants, animals and the air, water, soil and natural elements which create the delicate balance that sustains life on our planet.

ACHIEVEMENTS

- Academy featured twice in the *Detroit Free Press* for its environmental science lab
- A 20th Anniversary celebration was held recognizing the existence of the school as both a private and charter school.
- Thiosane Performing Arts Company of Nsoroma Institute performed at Oakland University's African-American program.



Financial Information 2008–09

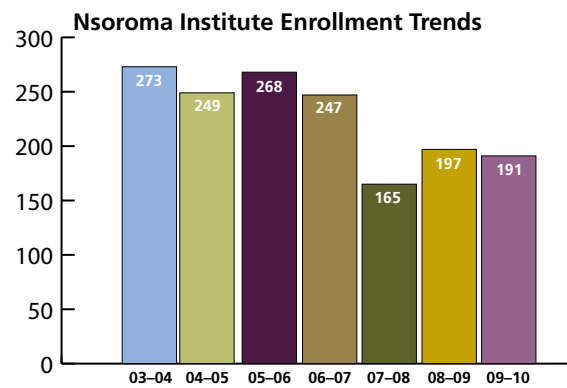
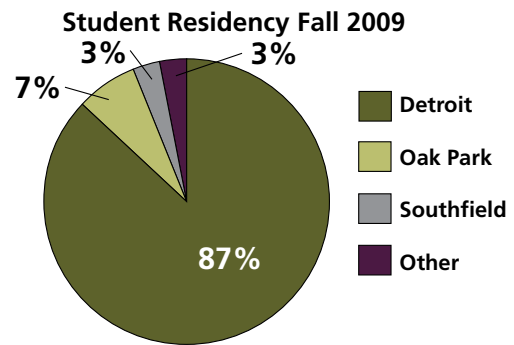
Foundation Grant	\$7,580
Fund Balance	\$89,039
% Operating Expenditures Spent on Instruction	37%

Academic Achievement

Year	EdYes! Report Card Grade	Met AYP
2007–08	C	Yes
2008–09	B	Yes
2009–10	B	No

Student Demographics 2008–09

Students Receiving Free or Reduced Lunch	77%
Attendance	88%
Special Education Students	10%



Star International Academy

GRADES: PK–12

Campus Location: 24425 Hass, Dearborn Heights

Year Chartered: 1998

Current Contract Term: 2007–2012

Enrollment: 1,258

Educational Service Provider: Hamadeh Educational Services

MISSION STATEMENT:

The mission of Star International Academy is to provide its students with quality education that focuses on the Michigan Core Curriculum and international cultures, including the study of a language, culture and history different from one's own. The academy shall provide an education which enables the various ethnic traditions, values and experiences of students to enrich and nurture one another. Moreover, the academy shall provide an education of the whole child by integrating the different aspects of children's learning and lives so as to make them more meaningful.

Financial Information 2008–09

Foundation Grant	\$7,580
Fund Balance	\$13,827,513
% Operating Expenditures Spent on Instruction	36%

Academic Achievement

Year	EdYes! Report Card Grade	Met AYP
2007–08	B	Yes
2008–09	B	Yes
2009–10	B	Yes

ACHIEVEMENTS

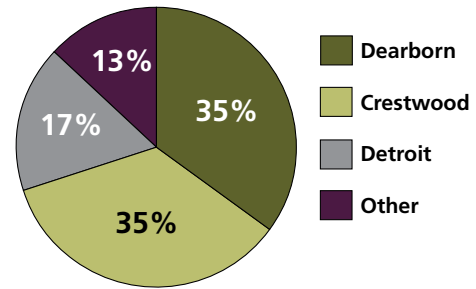
- Academy received authorization from the IBO for its Middle Years International Baccalaureate program.
- 100% of the 48 seniors graduated and were awarded scholarship valued at \$1,799,940.
- A Grand Opening ceremony was held in May 2010 to recognize the completion of the academy's new state-of-the-art athletic field.



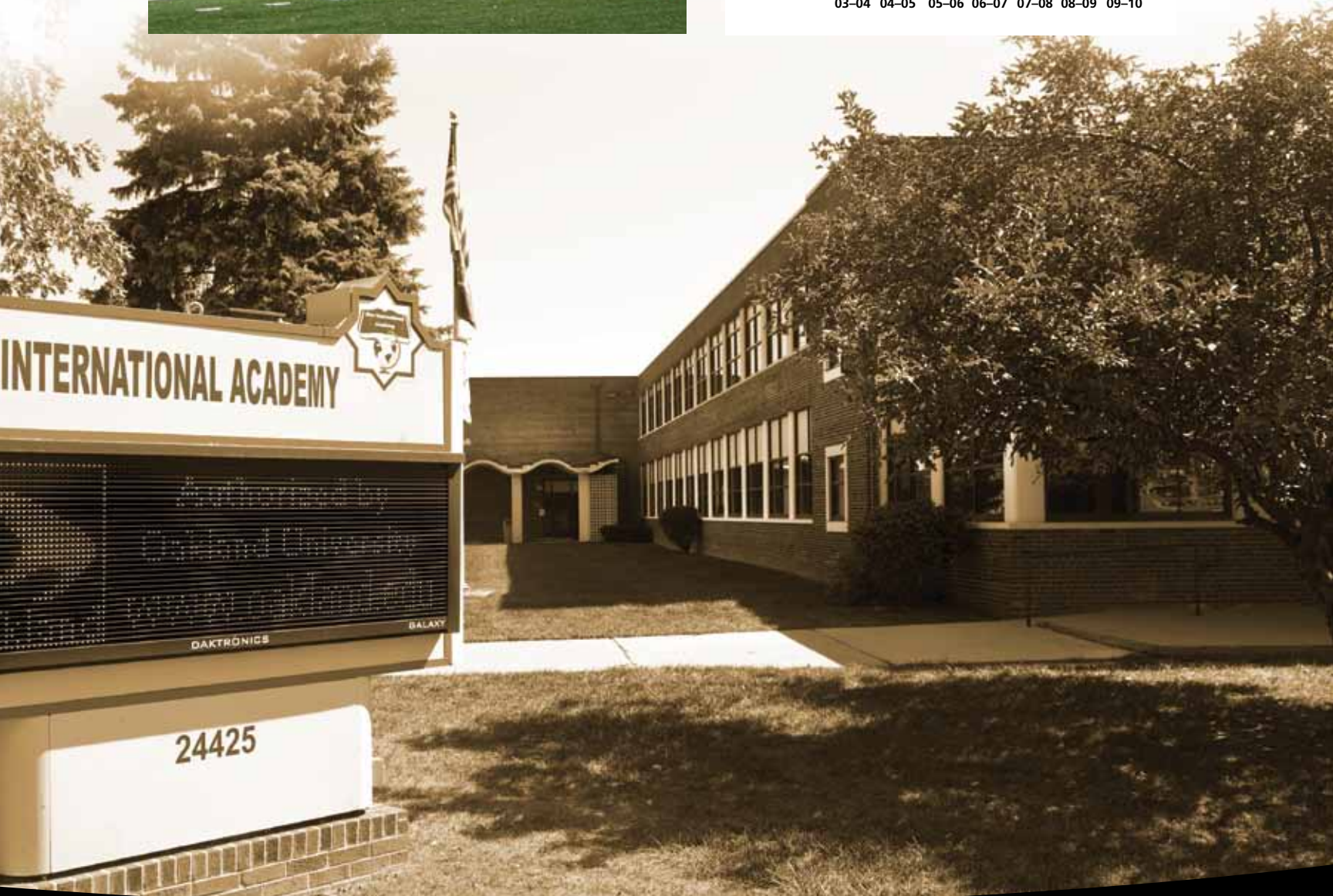
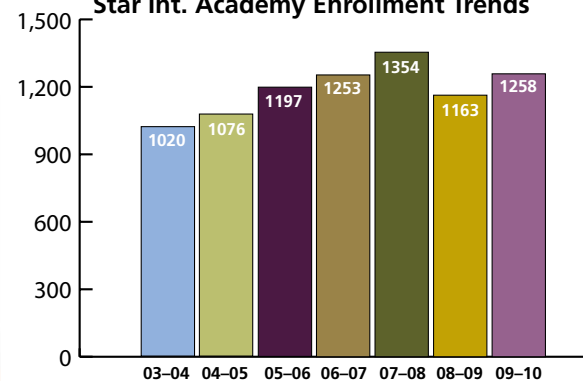
Student Demographics 2008–09

Students Receiving Free or Reduced Lunch	85%
Attendance	94%
Special Education Students	2%
English Language Learners	30%

Student Residency Fall 2009



Star Int. Academy Enrollment Trends



Universal Academy

GRADES: K–12

Campus Location: 4612 Lonyo, Detroit

Year Chartered: 2005

Current Contract Term: 2010–2015

Enrollment: 497

Educational Service Provider: Hamadeh Educational Services

MISSION STATEMENT:

The mission of Universal Academy is to provide its students with quality education that focuses on the Michigan Core Curriculum and international cultures, including the study of a language, culture and history different from one's own. The academy shall provide an education which enables the various ethnic traditions, values and experiences of students to enrich and nurture one another. Moreover, the academy shall provide an education of the whole child by integrating the different aspects of children's learning and lives so as to make them more meaningful.

Financial Information 2008–09

Foundation Grant	\$7,580
Fund Balance	\$1,796,501
% Operating Expenditures Spent on Instruction	32%

Academic Achievement

Year	EdYes! Report Card Grade	Met AYP
2007–08	C	Yes
2008–09	C	Yes
2009–10	C	Yes

ACHIEVEMENTS

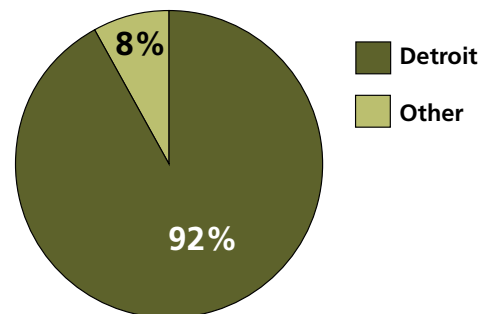
- Academy hosted an IB Middle Years Program site visit and received International Baccalaureate program authorization from IB0.
- 100% of the 22 seniors graduated and were awarded scholarships valued at \$704,050.
- SMART Boards have been installed in classrooms.
- Skillman Good School-Improving grants awarded for the elementary, middle and high school programs.



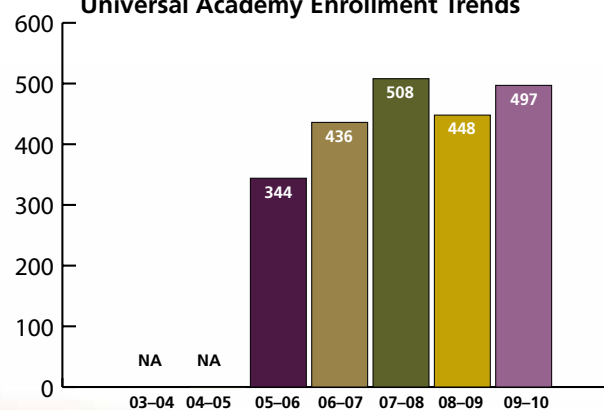
Student Demographics 2008-09

Students Receiving Free or Reduced Lunch	93%
Attendance	95%
Special Education Students	3%
English Language Learners	65%

Student Residency Fall 2009



Universal Academy Enrollment Trends



Weston Preparatory Academy

GRADES: K–12

Campus Location: 22930 Chippewa, Detroit

Year Chartered: 1998

Current Contract Term: 2007–2011

Enrollment: 405

Educational Service Provider: Schoolhouse Services and Staffing

MISSION STATEMENT

The academy will facilitate and encourage educators, family, community and business partners to contribute to students' education utilizing academic skills, creativity and technology through well-defined academic goals and behavior expectations which will lead to lifelong learning and/or continuing education in order to become productive members of a peaceful global society.

ACHIEVEMENTS

- 10th grade student featured in the *Detroit Free Press* for starting an online journalism blog through Twitter.
- Academy successfully hosted a Quality Assurance Review (QAR) visit by AdvancEd to maintain its NCA accreditation.
- Parent University workshops, conducted by Wayne County Community College, were initiated.



Financial Information 2008–09

Foundation Grant	\$7,580
Fund Balance	\$397,356
% Operating Expenditures Spent on Instruction	35%

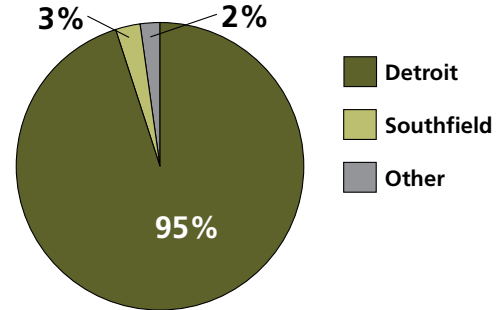
Academic Achievement

Year	EdYes! Report Card Grade	Met AYP
2007–08	D – Alert	No
2008–09	D – Alert/Phase 2	No
2009–10	B	Yes

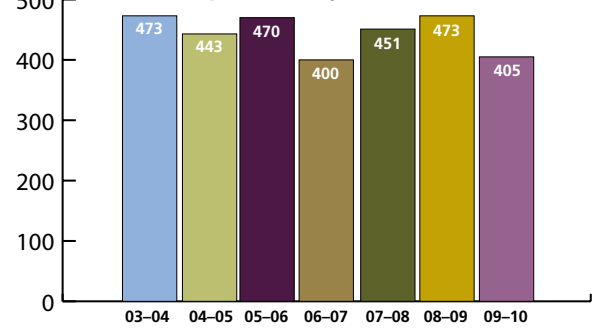
Student Demographics 2008–09

Students Receiving Free or Reduced Lunch	52%
Attendance	93%
Special Education Students	11%

Student Residency Fall 2009

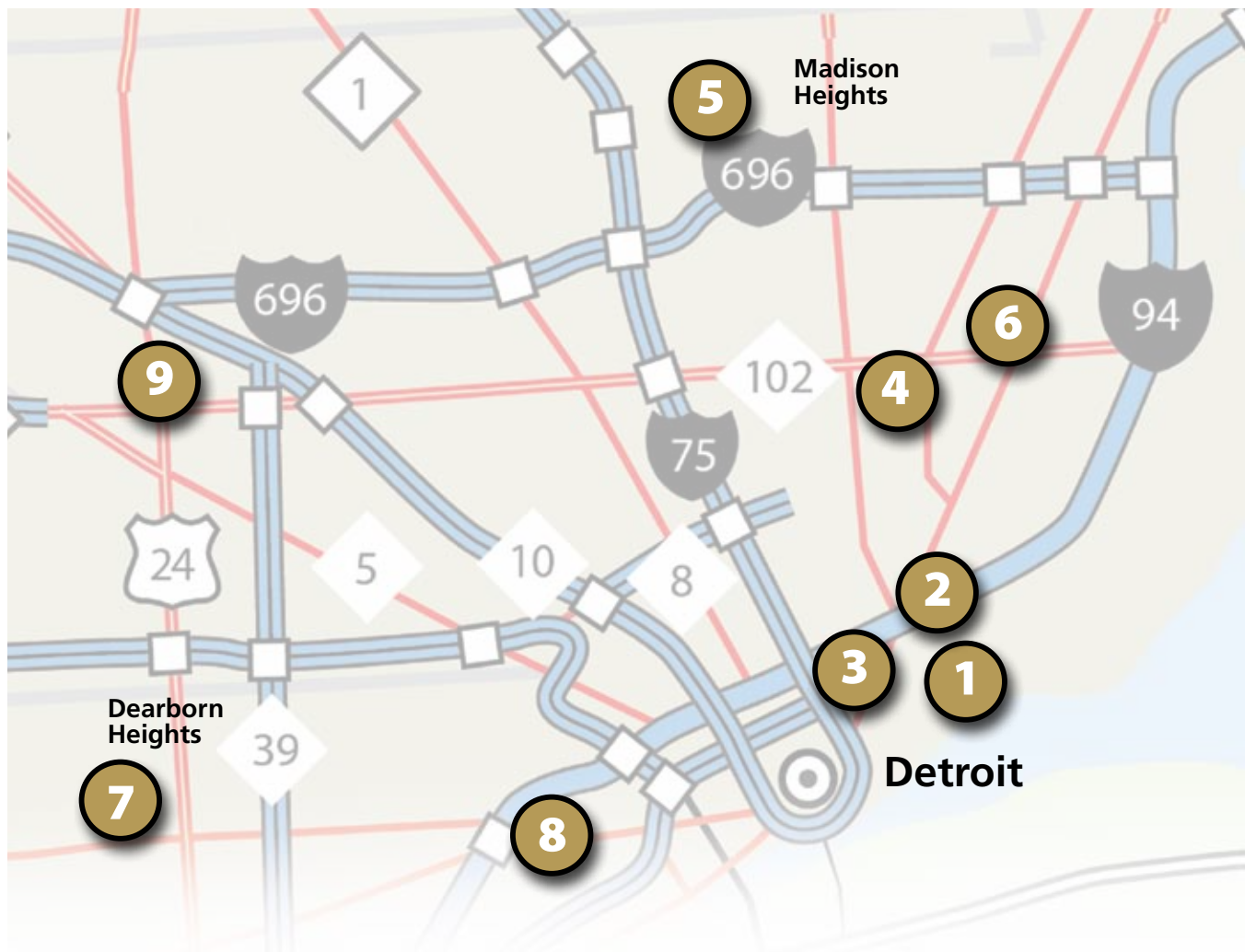


Weston Prep. Academy Enrollment Trends



Oakland University

Public School Academies



- | | |
|---|---|
| <p>1 <i>Detroit Academy of Arts and Sciences</i>
2985 E. Jefferson, Detroit
and
2260 Medbury, Detroit</p> <p>2 <i>Dove Academy of Detroit</i>
8210 Rolyat, Detroit</p> <p>3 <i>Detroit Edison Public School Academy</i>
1903 Wilkins, Detroit</p> <p>4 <i>Dove Academy of Detroit</i>
8210 Rolyat, Detroit</p> <p>5 <i>Four Corners Montessori Academy</i>
1087 E. Gardenia, Madison Heights</p> | <p>6 <i>Nsoroma Institute</i>
20045 Joann St., Detroit</p> <p>7 <i>Star International Academy</i>
24425 Hass, Dearborn Heights</p> <p>8 <i>Universal Academy</i>
4612 Lonyo, Detroit</p> <p>9 <i>Weston Preparatory Academy</i>
22930 Chippewa, Detroit</p> |
|---|---|



*Educational quality and
choice for all families*



**Public School Academies and Urban Partnerships
School of Education and Human Services**

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